

Term-by-term mathematics Curriculum Maps **for** ***Progress in Understanding Mathematics*** **Termly content for Year Reception**

These Curriculum Maps take in the new PoS, which describes what should be covered by the end of each year, and suggest how teaching of the material might be allocated to each term. We hope that you will find the Curriculum Maps useful in planning your teaching and for liaison across the school. We anticipate that much of the material is introduced in the Autumn term and reinforced in subsequent terms.

- **Blue highlighting** denotes specific material moved down from a higher year.
- **Yellow highlighting** denotes content not explicit in the PNS for the year, to help you transfer from your existing lesson planning.
- **Purple text** denotes repeated statements.
- *Italics* indicate illustrative examples, non-statutory notes and guidance from the new PoS. (NB most of the non-statutory notes and guidance are new, from a higher year, or beyond the PNS.)

You will notice a lot of yellow highlighting, to make you aware of even very small changes. It often indicates little more than an expansion and clarification of what you would already be teaching using the PNS. We have also highlighted the same material in all 3 terms, where it is typically taught in the autumn term, but used and reinforced in subsequent terms.

Reception	Across the year leading to Summer term
Number, place value and rounding	<ul style="list-style-type: none"> • count actions or objects that cannot be moved • count an irregular arrangement of up to twenty objects • estimate how many objects they can see and check by counting them • use the language of more or fewer to compare sets • count reliably with numbers from 1 to 20, place them in order and say which number is one more or less than a given number
Four operations	<ul style="list-style-type: none"> • find the total number of items in two groups by counting all of them • begin to use the vocabulary involved in adding and subtracting • record using marks that they can interpret and explain • use quantities or objects to add and subtract 2 single digit numbers and count on or back to find the answer • begin to identify own mathematical problems based on own interests and fascinations • explore and solve problems in a range of practical and play contexts utilising own methods • make two equal groups of objects and check they are equal by counting • solve problems, including doubling, halving and sharing
Measures	<ul style="list-style-type: none"> • order two or three items by length or height • order two items by weight or capacity • order and sequences familiar events • measure short period of time in simple ways • use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
Geometry	<ul style="list-style-type: none"> • describe their position such as behind or next to • use familiar objects and common shapes to create and recreate patterns and build models • notice patterns in the environment • make patterns using a range of media and resources • recognise, create and describe patterns • use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes • select a particular named shape • recognise and name common shapes in the environment • explore characteristics of everyday objects and shapes and use mathematical language to describe them